

Principal Supervision In Elementary Schools

Olivia A.Tooy¹; Tinneke E. M. Sumual²; Tellma M. Tiwa³

^{1,2,3}Universitas Negeri Manado, Indonesia

Email: olivia.tooy@gmail.com¹; tinnekesumual@unima.ac.id²; tellmatywa@unima.ac.id³

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*Corresponding Email:

olivia.tooy@gmail.com

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ABSTRACT

This study aims to analyze the principal's academic supervision at the Watutumou Inpres Elementary School. The focus of this study covers four stages of academic supervision, namely planning, implementation, and follow-up. The research method used is a descriptive qualitative approach with interviews, observation, and documentation techniques. Data analysis was carried out through data collection, data reduction, data presentation, and drawing conclusions. The results of the study indicate that the principal in carrying out supervision is quite good at implementing academic supervision to improve the quality of learning. The principal carries out planning by setting goals and targets, preparing instruments and schedules, parties involved in preparing instruments and schedules, socialization, and preparing teacher administration. At the implementation stage, the principal checks the completeness of learning administration by visiting classes, diagnosing problems based on instruments, and determining problems and how to solve problems. At the follow-up stage, the principal analyzes the results of supervision, feedback, and meetings with teachers to provide continuous reinforcement and guidance.

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INTRODUCTION

Education in Indonesia has a very important role in building human resources, where the quality of education is highly dependent on factors that support the learning process. One factor that is no less important is the existence of a principal who is responsible for school management, and the quality of learning that occurs in it. The principal has a very strategic role in creating a conducive educational atmosphere, one of which is through academic supervision activities for teachers.

As a supervisor, the principal must understand the duties and positions of teachers and staff at the school he leads. The principal not only supervises the work of teachers and staff but also equips himself with knowledge and understanding of the duties and functions of his staff, so that supervision and coaching run well to achieve the goals of the school.

In the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of the Principal/Madrasah, it is stated that supervision is one dimension of the principal's competence. Marzano, Frontier & Livingston (2011) said that the basic principle of supervision is to improve student learning achievement, through improving teacher pedagogical skills. Supervision with the concept of principal planning implements the approach, implementation techniques and follow-up of academic supervision results. The core of academic supervision is a series of activities that help teachers improve the quality of the learning process and results. Professional principals are required to master academic supervision both in terms of concept and skills in assessing the implementation of learning and communicating the results of the assessment in accordance with the principles of supervision.

The learning process is the main activity of education in schools. Realizing learning objectives through school organizational activities that lead to the achievement of learning efficiency and effectiveness. One of the principal's duties is as a supervisor, namely providing guidance on the tasks and work carried out by educators so that they carry out their duties professionally to achieve learning objectives.

The principal is a supervisor who acts as a supervisor, controller, coach, director and role model for teaching staff and education personnel at the school.

The task of supervising and coaching teachers is the authority and responsibility of the principal. The principal is the leader of an educational unit who is tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in the educational unit he leads..

Wahjosumidjo (2023:89), stated that the principal as the central force that drives the school's strength must understand his duties and functions in order to achieve school success and have concern for staff and students.

In accordance with the mandate of the Minister of National Education Regulation Number 132009 on the standards of the Principal / Madrasah, namely: personality, managerial, entrepreneurship, supervision and social. The principal as a school supervisor is a professional task, so that its implementation is bound by the provisions of supervision. Therefore, the task of supervision will only function as a tool to improve the quality of the school if it masters the concept, planning and is supported by adequate supervision training.

Glickman (2007) said that academic supervision is a series of activities to help teachers develop their ability to manage the teaching and learning process in order to achieve teaching goals. Meanwhile, according to Daresh (2001) academic supervision is an effort to help teachers develop their ability to achieve teaching goals, thus the principal as an educational supervisor helps or guides teachers to be more professional in implementing the learning process through academic supervision so that the quality of learning becomes better.

Academic supervision is not only to assess teacher performance in managing the teaching and learning process, but also to help teachers maximize all their potential in developing better learning quality.

In the field conditions sAcademic supervision that has been carried out by the principal in its implementation has become administrative supervision. Supervision activities have not accommodated the needs or requests of teachers, only as a programmed activity that must be carried out by the principal in carrying out his duties and authorities. Some of the obstacles that are often encountered include the lack of understanding of the principal about the importance of academic supervision,

limited time to carry out intensive supervision and the lack of teacher readiness due to communication barriers between the principal and teachers. Based on observations made, it is known that there are several things that are not yet appropriate in the implementation of academic supervision. Academic supervision carried out by the principal still focuses on checking teacher administration. The principal conducts class observations if there is a teacher performance assessment or SKP that must be completed in the PMM (Merdeka Mengajar Platform), promotion/grade for administrative completeness, proposal of teacher certification files, or before the supervisor conducts supervision in the education unit. This means that academic supervision activities are still administrative in nature and do not refer to teacher needs and improving the quality of learning. In addition, not all teachers understand the purpose of academic supervision. Academic supervision activities are felt as a frightening specter carried out by observers to find teacher mistakes and as an unpleasant activity.

Sujana (2008) said that academic supervision is a planned, patterned and programmed activity in changing teacher behavior in order to improve the quality of learning. In accordance with the This understanding means that the implementation of supervision is an important aspect that requires planning, implementation and follow-up of supervision results.

One of the important tasks of the principal in improving the quality of learning and teacher professionalism is through academic supervision. The role and responsibility of the principal as a supervisor in academic supervision activities is to foster, guide, and evaluate teacher performance in the school environment. Based on the reality in the field, academic supervision does not always run optimally in every educational unit.

Initial observations at SD Inpres Watutumou, as a school located in a strategic location in Watutumou Village, Kalawat District and as a school with C accreditation, showed interesting conditions to be studied further. This school is the fourth elementary school with the largest number of students in North Minahasa Regency. This fact states that SD Inpres Watutumou has a fairly large role in organizing basic education in the region.

The results of supervision need to be followed up immediately in order to provide a real impact in improving teacher professionalism. The positive impact of this follow-up is expected to be felt by the wider community and all stakeholders. Follow-up steps include providing appreciation and reinforcement to teachers who have achieved the set standards, delivering constructive reprimands to teachers who have not achieved them, and providing opportunities for teachers to participate in training or further competency improvement programs.

The implementation of the follow-up itself is based on the results of the implementation of academic supervision that has been carried out by the principal. The follow-up is carried out through discussions between the principal and teachers. The things discussed are related to the results of the assessment that has been carried out by the principal in the academic supervision instrument.

Thus, the purpose of academic supervision is to provide support to teachers to improve their competence and professionalism in carrying out their duties, especially in their role as teachers in the classroom, both in terms of planning, implementing, and evaluating the learning process, so that they can effectively support students in achieving the desired learning goals.

METHOD

This study uses a qualitative approach with a descriptive method. According to Creswell JW (2010:4), qualitative research is a method to explore and understand the meaning experienced by a number of individuals or groups related to social or humanitarian issues. Furthermore, Sugiyono (2010:15) explains that qualitative research is based on the philosophy of positivism and is used to examine objects in natural conditions, in contrast to experimental research. In this study, the researcher acts as the main instrument, data collection is carried out through triangulation techniques (combining various methods), data analysis is inductive or qualitative, and the results of the study prioritize meaning rather than generalization. In conducting the study, the researcher acts as the main instrument in collecting data in the field. To obtain relevant information, the researcher determines the informants who are selected in stages using the snowball sampling method. According to Sugiyono (2010), this technique starts from a small sample size, then the initial respondents recommend other individuals who are considered suitable to be the next sample, and this process continues until the sample size is sufficient. The researcher also determines key informants, namely individuals who have in-depth knowledge and important information related to the research topic. In this context, the informants involved included all teachers at SD Inpres Watutumou, both those with the status of Civil Servants (PNS), Government Employees with Work Agreements (PPPK), and non-PNS teachers.

In this study, the researcher used two types of data collection techniques, namely primary data collected through interview techniques and direct observation of subjects involved in academic supervision activities at SD Inpres Watutumou and secondary data can be in the form of school documents, supervision reports, administrative archives, regulations, and other literature or references relevant to the research topic. Secondary data plays an important role in supporting and strengthening the results of primary data, as well as providing theoretical and policy foundations that underlie academic supervision practices at the school.

Data collection techniques in this study, namely: Observation, the process of systematic observation and recording of research objects. Interviews, conversations with a specific purpose. Documentation, a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research.

The data analysis technique used by the researcher is an interactive analysis technique carried out from three lines of activity that occur simultaneously, namely: data reduction, data presentation, triangulation, and the final step in data analysis is drawing conclusions, namely the researcher describes the conclusions from the data obtained.

RESULT AND DISCUSSION

Based on the research results conducted by researchers from observations, interviews and documentation, the following are research findings from the research focus:

1. Academic Supervision Result Planning

In carrying out academic supervision activities, there are several stages, namely starting from planning, implementation, to follow-up. This is in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning the Standards of Qualifications and Competencies of School/Madrasah Principals that in supervision activities, the principal must do:

- a. Planning an academic supervision program to improve teacher professionalism.
- b. Carrying out academic supervision of teachers using appropriate supervision approaches and techniques.
- c. Following up on the results of academic supervision of teachers in order to improve teacher professionalism

The first stage and also the main stage in academic supervision is academic supervision planning. Academic supervision planning itself includes various activities that must be well prepared by the principal. The principal has prepared everything well starting from the implementation schedule, academic supervision instruments, and also preparing teachers to face academic supervision so that later the implementation of academic supervision can run well too.

In planning academic supervision, the principal has gone through the stages of determining supervision objectives, preparing schedules and instruments and selecting supervision techniques, namely class visits, as stated by Mawardi (2014), in carrying out academic supervision there are four things, namely:

1. The objectives of academic supervision are determined by referring to problems found in the field.
2. The academic supervision schedule is prepared by including information such as the name of the teacher to be supervised, the subject taught, the day and date of implementation, lesson time, basic competencies, and the topic or material discussed.
3. The selection of academic supervision techniques is the result of the supervisor's decision after identifying and adjusting the technique that best suits the problem at hand.
4. Academic supervision instruments are determined based on the results of the analysis and selection of relevant tools to be used in the supervision process.

This is in line with what was expressed by Asmanis that the guidelines for implementing or planning supervision made by the principal remind all teachers to prepare everything in compiling a good plan in their learning process so that the teaching and learning process can be implemented with quality.

In the implementation of education, the principal has a central role as an academic supervisor. Educational supervision aims to assist teachers in improving the quality of learning through planned guidance, direction, and monitoring. This is in line with Asmanis' opinion, which states that the implementation guidelines or supervision planning made by the principal reminds all teachers to prepare everything in compiling a good plan in their learning process so that the teaching and learning process can be of quality implementation.

Asmanis' statement emphasized that the existence of supervision guidelines encourages teachers to be more structured in preparing learning implementation plans (RPP) and preparing other learning tools. These guidelines function not only as a

control tool, but also as a professional development instrument that can improve the quality of the learning process and results.

Based on Asmanis' theory, effective supervision has the following characteristics:

- a. Based on careful planning: Supervision must begin with clear and systematic guidelines.
- b. Encouraging teacher readiness: Supervision must foster a culture of professionalism in learning planning.
- c. Oriented towards improving the quality of learning: Supervision results are used to improve learning practices, not solely for administrative assessment.

The principal has implemented academic supervision planning in accordance with Asmanis' theory, which emphasizes that effective supervision must be based on thorough planning with clear and systematic guidelines.

In academic supervision planning, the principal has determined the instruments that will be used in the implementation of academic supervision. The instruments that are prepared are based on the Regulation of the Minister of Education and Culture relating to academic supervision activities and also based on the results of training that has been attended by the principal and the evaluation of academic supervision instruments in the previous year. Later, these instruments will be used in the implementation of academic supervision to assess the performance of teachers. This is in line with what was expressed by Mulyasa, that: The initial meeting stage is the learning planning stage discussed by teachers and the principal openly which will be the focus of supervision, and also the discussion of observation instruments that will be used in supervision activities.

2. Implementation of Academic Supervision

The implementation of academic supervision by the principal at SD Inpres Watutumou is carried out based on everything that has been planned. The principal evaluates the performance of teachers by visiting classes according to the established plan.

The principal has implemented the stages of academic supervision in accordance with the theory put forward by Mulyasa (2011). According to Mulyasa, the implementation of academic supervision consists of three main stages, namely the initial meeting stage, the class observation stage, and the feedback meeting stage. These three stages are carried out sequentially and systematically in order to achieve the goal of improving the quality of learning in schools.

- a. Initial meeting stage: At this stage, the principal and teachers hold a meeting to discuss the learning planning that will be supervised. In this meeting, the principal explains the focus of supervision that will be the main concern and discusses the observation instruments that will be used. This initial meeting is conducted openly to build understanding between the principal and teachers, so that supervision is not seen as a mere control effort, but as a coaching process that supports the development of teacher professionalism.
- b. Classroom observation stage: After the initial meeting, the principal carries out the observation stage in the classroom. Observations are carried out using previously agreed instruments to ensure that observations are carried out objectively and in a focused manner. In this stage, the principal observes various aspects in the implementation of learning, such as clarity of learning

objectives, use of appropriate methods, student involvement in learning activities, and classroom management. This observation aims to obtain real data regarding the learning practices carried out by teachers, which will later become the basis for providing feedback.

- c. Feedback Stage: after the classroom observation, the principal holds a feedback meeting with the teachers. In this meeting, the principal and teachers discuss the observation results openly. This discussion is reflective, where teachers are invited to identify strengths and weaknesses in the implementation of learning. Through constructive dialogue, conclusions and recommendations for improvement are produced for the implementation of further learning. This stage is very important to ensure that the results of supervision truly have a positive impact on improving the quality of learning in the classroom.

In carrying out his duties as an academic supervisor, the principal has carried out supervision in accordance with the principles put forward by Priansa and Somad (2014). They stated that academic supervision carried out by the principal includes several important aspects in teacher development to improve the quality of learning.

- a. Understanding the Concept and Theory of Creative and Innovative Learning: The principal tries to understand the concepts, principles, basic theories, and development characteristics of each learning area. This understanding is the basis for encouraging teachers to develop creative, innovative, problem-solving-based learning, and hone students' critical thinking skills and entrepreneurial instincts. The principal encourages teachers to design learning that focuses not only on delivering material, but also on developing 21st century skills.
- b. Guiding teachers in preparing syllabus: the principal guides teachers in compiling the syllabus for each development area or subject based on content standards, competency standards, and basic competencies. This guidance aims to ensure that the syllabus is relevant, systematic, and able to accommodate the needs of students, and is in line with the applicable principles of curriculum development.
- c. Guiding teachers in selecting learning strategies and methods: In the implementation of academic supervision, the principal also guides teachers in choosing and using appropriate learning strategies, methods, and techniques. This guidance aims to enable teachers to develop various student potentials optimally, with active, innovative, creative, effective, and enjoyable learning methods (PAIKEM).
- d. Guiding the implementation of learning activities: the principal guides teachers in carrying out learning activities both in class, in the laboratory, and in the field. Through this supervision, teachers are encouraged to develop the potential of students holistically, covering cognitive, affective, and psychomotor aspects.
- e. Guiding the Management of Learning Media and Facilities
In addition, the principal also provides guidance to teachers in managing, maintaining, developing, and using educational media and existing learning facilities. The principal ensures that available learning resources and infrastructure can be utilized optimally to support an effective learning process.

Although the principal has carried out most of the stages of academic supervision, there are several things that have not been fully implemented optimally.

The principal has not fully understood and implemented the concept and theory of creative and innovative learning, which should be the basis for encouraging teachers to develop learning based on problem solving, critical thinking, and entrepreneurial instincts. In addition, in guiding teachers to compile the syllabus, the principal has not fully ensured that the syllabus is compiled systematically and based on applicable curriculum development principles. Furthermore, the principal's guidance in selecting appropriate learning strategies, methods, and techniques has also not been maximized, so that not all potential students can be developed optimally. In terms of implementing learning activities in the classroom, laboratory, and field, the principal still needs to improve his role in guiding teachers to develop the cognitive, affective, and psychomotor aspects of students in a balanced manner. In addition, guidance in the management, maintenance, development, and use of educational media and learning facilities has also not been fully implemented effectively, so that the utilization of learning resources has not optimally supported the learning process.

Performance evaluation is carried out by the principal by checking various administrative completeness that has been prepared by the teachers and conducting class visits to observe the learning process. Class visits are the most effective technique in implementing academic supervision because with class visits the principal will know more about how teachers deliver learning.

In the process of class visits, the principal observes all activities carried out by the teachers in learning. The principal also records his various findings in a previously planned instrument, the instrument contains various components that must be carried out by the teachers and the principal is tasked with filling it with the appropriate values. The principal plays an important role in improving the quality of learning in schools. One real form of the implementation of this supervision is a classroom visit, where the principal directly observes the learning activities carried out by the teachers.

In the classroom visit process, the principal uses observation instruments that have been systematically prepared to record various aspects of learning activities. This instrument contains indicators or components that should be implemented by teachers during the learning process, such as learning planning, implementation, classroom management, use of various methods, and evaluation of student learning outcomes.

The use of this instrument allows the principal to collect data objectively and systematically. Arikunto (2006), as quoted by Nur Aedi (2011), explains that an instrument is a tool that functions to facilitate the implementation of something, and in the context of research or data collection, the instrument serves as a tool for data collectors to carry out their duties properly.

Armed with the right instruments, principals can obtain a complete picture of the implementation of learning in the classroom. Data collected through these instruments become the basis for conducting analysis, providing feedback, and designing relevant coaching programs to improve teacher competence.

In order for supervision to run effectively, the principal must carry out this data collection process professionally, objectively, and consistently. This will not only improve the quality of learning, but also strengthen the professional relationship between the principal and teachers as partners in improving the quality of education.

3. Follow-up on the Results of the Implementation of Academic Supervision

Based on the research results, the follow-up steps of academic supervision carried out by the principal at SD Inpres Watutumou have been carried out in accordance with the theory of educational supervision put forward by Glickman (2007) who stated that after the implementation of supervision, the first step that must be

taken is the analysis of the results of supervision. This analysis aims to deeply understand the real conditions of classroom learning based on the observation data that has been collected. Glickman (2007) emphasized that observation data must be analyzed objectively, systematically, and comprehensively to:

- a. Identifying teacher strengths and weaknesses in planning, implementing, and evaluating learning.
- b. Determining factors that influence success and obstacles to learning.
- c. Develop data-based follow-up recommendations.

The principal has conducted this analysis to function as an objective basis for supervisors in developing strategies to improve teacher professionalism, so that decisions taken are not based on assumptions but on verified facts. The next stage that is emphasized is providing constructive feedback. This feedback should be given immediately after the analysis of the supervision results is carried out, so that teachers get a clear picture of their performance and steps for improvement. Through feedback carried out by the principal effectively, teachers can understand areas that need to be improved, and are motivated to reflect on themselves and improve their teaching practices.

The principal of SD Inpres Watutumou has implemented the follow-up stage of academic supervision by providing constructive feedback to teachers. This stage is in accordance with the theory put forward by Glickman (2007) and Sergiovanni (2009), which emphasizes that feedback must be given immediately after analyzing the results of supervision, so that teachers get a clear picture of their performance and steps for improvement. According to Sergiovanni (2009), effective feedback has several important characteristics, namely specific, by highlighting certain behaviors observed during the supervision process; constructive, by emphasizing more on solutions and alternatives for improvement rather than simply criticizing weaknesses; interactive, by encouraging two-way dialogue between supervisors and teachers; and empathetic, with delivery that appreciates the teacher's efforts so that a comfortable atmosphere is created for learning and development. Through providing effective feedback, teachers can better understand the areas that need to be improved, and are motivated to reflect on themselves and improve the quality of their teaching practices.

Although the principal of SD Inpres Watutumou has provided coaching and motivational reinforcement to teachers to improve their competence, its implementation has not been fully optimal. Based on the theory put forward by Sergiovanni (2009), academic supervision should not stop at the observation and feedback stage, but should be continued with ongoing coaching and professional development. Sergiovanni emphasized that in order to consistently improve the quality of learning, a structured and systematic coaching program is needed for teachers.

This coaching program includes various forms, including:

- a. *Coaching* or individual mentoring, which is given to teachers who need more intensive and personal guidance. Through this approach, teachers receive direct assistance to improve weaknesses and develop their potential.
- b. *Workshop* or group training, which aims to improve certain pedagogical skills collectively. This training can be designed based on the results of supervision to address competency gaps found among teachers.
- c. Professional Learning Community (PLC), which serves as a collaborative forum between teachers to share experiences, best practices, and learning innovations.

Through this community, teachers are encouraged to continue learning, discussing, and enriching their competencies in a supportive atmosphere.

In the context of SD Inpres Watutumou, the principal has carried out several forms of coaching, but has not developed these programs systematically as recommended by Sergiovanni. The implementation of coaching is still general, without a consistent individual coaching pattern, thematic training based on specific needs, or the formation of a professional learning community among teachers. This indicates the need for improvement in the follow-up stage of academic supervision so that teacher coaching can be more sustainable, focused, and have a real impact on improving teacher professionalism.

In the follow-up of the results of the implementation of academic supervision, the principal of SD Inpres Watutumou provided guidance by providing motivation, direction, and input to teachers so that they could improve the deficiencies found in the implementation of academic supervision. The provision of this guidance was based on the assessment results contained in the academic supervision instrument filled out by the principal during the classroom visit supervision. Based on the results of filling out the instrument during the implementation of academic supervision, the principal can decide what kind of follow-up will be carried out for the teachers. At this stage, the principal only provides assistance in the form of providing motivation and sometimes providing information to teachers regarding seminars, training, workshops, and others.

CONCLUSION

Based on the results of data analysis obtained in the field, it can be concluded through this study that the principal's academic supervision at SD Inpres Watutumou has been carried out in accordance with the planning that has been carried out. In planning academic supervision, the principal prepares everything by listening to various considerations from various parties such as compiling various academic supervision programs that will be implemented. In addition, the principal also plans the schedule for implementing academic supervision, the techniques that will be used in academic supervision, and also various instruments that will be used in implementing academic supervision.

The implementation of academic supervision by the principal at SD Inpres Watutumou was carried out by checking various administrative documents that had been prepared by the teachers and conducting class visits to observe the learning process.

The principal has implemented the follow-up action starting with an analysis of the supervision results that are carried out objectively, systematically, and comprehensively to identify the strengths and weaknesses of teachers in the learning process. This analysis is the basis for the principal in compiling recommendations based on data and facts, not just assumptions.

The principal provides direct follow-up in the form of providing direction, input, and motivation to teachers to improve their performance as educators in subsequent learning. The principal also provides permission and information related to training, seminars, workshops for teachers.

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